

**Questions and Answers Regarding the  
Teacher Residency Capacity Grants Request for Applications (RFA)  
January 31, 2022**

**Questions Clarifying Submission Requirements**

1. **Question:** Do I have to submit an electronic copy of the application AND two paper copies? The directions are unclear.  
**Answer:** Yes. Applicants are required to submit both an electronic copy AND two paper copies of the application by 5:00 p.m. on February 14, 2022.
2. **Question:** Are you looking for only (Free and Reduced meals) FRPM eligibility, or unduplicated students (from, EL, homeless, foster)?  
**Answer:** Both. Appendix F has a question for each of these two sets of data. Appendix F #2 asks for information regarding FRPM numbers and Appendix F #4 asks for the percentage of unduplicated students within the LEA or consortium.
3. **Question:** If more than one LEA is developing a consortium (say three LEAs) can they apply for \$750,000?  
**Answer:** The maximum award per application is \$250,000 and the Local Education Agency (LEA) named as the lead LEA of the consortium would be the fiscal agent and responsible for coordinating reporting requirements.
4. **Question:** Regarding Appendix F: Statutory Priority Points, Item 2. If there are several schools where fifty percent (50%) or more of the enrolled pupils are eligible for free and reduced-price meals, must we list them all or will one suffice?  
**Answer:** List all schools. The text boxes on Appendix F allow applicants to enter more than one school; the boxes will expand as you type.

**Questions Regarding Uses of Capacity Grant Funding**

5. **Question:** Can Capacity funds to be used for infrastructural things like investing in the physical space that we host residents in or a data management system or website support/design?  
**Answer:** Teacher Residency Capacity grant funding cannot be allocated to infrastructure projects on physical meeting spaces. Data management systems and website support/design are appropriate uses in either the program administration or other category.
6. **Question:** What percentage of indirect costs are allowed for the capacity grant? For the upcoming Expansion or Launch grants?  
**Answer:** There is no limit on the percentage of a Teacher Residency Capacity grant award that can be allocated to program administration or indirect costs. Directions on indirect costs for the Expansion and Implementation grants will be addressed in the upcoming RFAs for each.

7. **Question:** I have a question related to matching funds requirements. Can the LEA use federal funds as a match since it is a different source?  
**Answer:** Yes. LEAs may use federal funds as matching funds. Applicants may wish to refer to the [fact sheets](#) from the Learning Policy Institute (LPI) which detail strategic uses of federal recovery funds.
8. **Question:** What counts as an administrative cost? Is that a person or is it overhead, for example?  
**Answer:** Administrative costs are those relating to the management and administration of the Teacher Residency Capacity grant. This may include personnel or overhead costs.
9. **Question:** What would be the definition of "LEA Personnel (release time)"? I am trying to help a team differentiate personnel release time vs stipends.  
**Answer:** LEA Personnel (release time) is defined in the RFA as "costs of providing release time to LEA personnel for their non-program administration work within the Teacher Residency Capacity Grant Program." LEA Personnel (stipends) is defined as "a stipend paid to LEA personnel for their non-program administration work within the Teacher Residence Capacity Grant Program." Common release time expenditures include paying substitute costs to release a classroom teacher to attend meetings or trainings during their contractual workday. Common stipend expenditures include paying a mentor teacher a stipend for attending meetings or trainings after their contractual workday.
10. **Question:** In the table on the first page of Appendix D, do we double count residents if they represent more than one designated shortage area? Let's say there we are projecting 10 residents per year who will be earning a special education credential AND who are helping to diversify the LEA's teacher workforce. Do we put 10 in each row?  
**Answer:** Please do not double count projected numbers of teacher residents. Instead, select the most appropriate row for the program being proposed. In the case described in this question, it appears that the most appropriate row on the table would be the one titled, "Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education" as that row includes both designated shortage areas - special education and diversifying the LEA's teacher workforce. Alternatively, if only half of the projected teacher residents earning an Education Specialist credential will also be fulfilling need to diversity the LEA's workforce, the applicant may select to enter five projected residents in the Special Education row and another five in the Diversifying Teacher Workforce that Reflects the LEA Community's Diversity – Special Education row for a total of ten residents annually.

#### **Questions from Existing Teacher Residency Programs**

11. **Question:** We are currently in the 4th year of the Expansion Grant. We want to double the size of our existing program and continue it beyond the 5-year limit under the Expansion Grant. We use our current funding for resident and cooperating teacher stipends. Is the Capacity Grant the right one for us?

**Answer:** This is a local decision. Teacher Residency Capacity grants are to support building capacity in the collaborative LEA-IHE partnership and prepare the partnership and its members to implement and operate an effective teacher residency program within the applicant LE or consortium. Applicants responding to this Teacher Residency Capacity RFA should plan to apply for Teacher Residency Expansion or implementation grant funds in competitions offered this year, in the 2022-23 fiscal year, or in future years.

12. **Question:** We are an existing residency with an LEA partner. We are hoping to use the funds to a) support planning to add an ed specialist pathway and b) support a new LEA hire who can coach and provide wraparound supports for our STEM residents. Is it okay to propose to use the funds in these two very different ways? And then apply next year for an expansion grant to fund our new residents directly?

**Answer:** Yes.

### Questions Regarding Responsibilities Once Grants Have Been Awarded

13. **Question:** What are the reporting requirements for the capacity grant? For the upcoming Expansion or Launch grants?

**Answer:** Linked here is the [Teacher Residency Capacity Grant Expenditure Report](#) submitted annually by all 2018 Teacher Residency Capacity grantee LEAs. Applicants should note that this is a template and the exact reporting areas included are subject to change. Reporting requirements for the Expansion and Implementation grants will be covered in the upcoming RFAs for each.

### Questions Regarding Eligibility and Possible Program Pathways

14. **Question:** If you apply for this planning funding, can you apply for the expansion funds in early 2022 as well or do you have to wait for 22-23AY?

**Answer:** Applicants may apply for expansion or implementation funding in spring 2022.

15. **Question:** STEM is one of the focus areas. Can that include multiple subject candidates where districts have science technology elementary schools?

**Answer:** Yes.

16. **Question:** Are planning vs. implementation activities defined by the grant? or is that flexible?

**Answer:** Yes, they are defined. Perhaps the most important difference is that capacity funding may not be used to recruit or support residents enrolled in a teacher residency program.

17. **Question:** I need to ask a basic question: How do we define a residency program?

**Answer:** Authorizing legislation for Teacher Residency Grant funding defines a teacher residency program as a “program that partners one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education in which a prospective teacher teaches at least one-half time alongside a teacher of record, who is designated as the experienced mentor teacher, for at least one full school year while engaging in initial preparation coursework.” For more

information, consider exploring the Commission's [Teacher Residency Grant Program](#) webpage.

18. **Question:** Is the capacity grant for one year or five years? What if we only need it for one year?

**Answer:** Grantees have until June 2026 to encumber all funds disbursed to them by the Commission. They may expend funds and complete proposed activities before June 2026 (after one year is acceptable) or they can continue spending funds concurrently with a residency expansion or implementation grant that they are awarded in any of the competitions coming up in 2022-23 and beyond.

19. **Question:** Has the CTC considered extending the Capacity Grant RFA deadline or withholding some funds to offer a second round because of Covid-19 and the Omicron variant?

**Answer:** The investment from the legislature is so large that the Commission expects it will offer at least two grant competitions per year until the full \$350 million (\$25 million for capacity) has been awarded. The RFAs for each grant type will remain the same so LEA leaders should feel free to prepare their responses between open RFA competitions.

20. **Question:** I am looking for clarification about how the Teacher Residency Capacity Grant and the Early Education Teacher Development Grant fit together or overlap. The Teacher Residency Capacity Grant appears to be a grant for planning a new or expanding an existing teacher residency program in conjunction with an IHE. Can you clarify how these funds are to be spent? Are the teachers in PK/TK the teachers you are to plan for? Will the RFA for the Early Education Teacher Development Grant provide clarification on overlap? When will that RFA be released? Can you clarify how these funds can be used?

**Answer:** The summarizing definition of grant funding included in this question is accurate. Teacher Residency Capacity is grant funding for LEAs planning for a new, or expanding an existing, teacher residency program in partnership with one or more Commission-approved teacher preparation programs offered by a regionally accredited institution of higher education. The grant funds may be spent in any of the categories listed on Appendix G of the Teacher Residency Capacity Grant RFA. Using Capacity Grant funds, applicants may choose to design a residency pathway to support TK teachers, or they may also include any of the other designated shortage areas named in the RFA.

The CDE's [Early Education Teacher Development Grant](#) has been released and is linked here. These two grant opportunities only overlap insofar as they provide funding for LEAs to consider how to plan for the increased number of teachers needed to meet required staffing levels as the state moves toward implementation of universal prekindergarten. An LEA may apply for both grant types and spend awarded funds concurrently.